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ABSTRACT

Culturally oriented instructional materials for Pima children are described in this final report of a 3-year study funded by the Elementary and Secondary Education Act, Title III. The reported objective of the project was to assist the Pima children living on the Gila River Indian Reservation in Arizona to develop a positive self-image and a sense of pride through better knowledge, understanding, and appreciation of the Pima culture and the contributions it has made in their lives. In the document, the Instructional Materials Center is described, and expanded services of the center are noted. Descriptions of materials developed through the project in the areas of reading, Pima cultural background, soil science, and social studies are also presented, and a catalog of non-print materials available through the Instructional Materials Center is described. A financial report is appended. (PS)

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FINAL REPORT: Academic Year 1969-70

CULTURALLY ORIENTED INSTRUCTIONAL MATERIALS

FOR PIMA CHILDREN

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May, 1970

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A FINAL REPORT

for an

Elementary and Secondary Education Act Title III Project

on

CULTURALLY ORIENTED INSTRUCTIONAL MATERIALS FOR PIMA CHILDREN

Compiled and Edited By

Weston L. Brook
Project Coordinator
and
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Arizona State University, Tempe

May, 1970

CULTURALLY ORIENTED INSTRUCTIONAL MATERIALS

FOR PIMA CHILDREN

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INTRODUCTION

Funds provided for the three-year project at Sacaton were expended in the third year of this project to finance the operation of the Instructional Materials Center and to publish materials developed by the consultants during the first two years of the project. Cognizance of the closing report of the first two years of the project is assumed in this communication.

The major objective of the project was to assist the Pima children residing on the Gila River Indian Reservation to develop a positive self-image and a sense of pride through better knowledge, understanding, and appreciation of the Pima culture and the contributions it has made in their lives. This self-image should be strengthened through the use of the materials published this year for use in the classroom by teachers on the reservation.

These publications have been written and illustrated with a view toward demonstrating to the students that their own ideas, their own stories, and their own art work, is considered significant by their teacher.

The Instructional Materials Center was continued following the direction established in the previous two years of operation. The descriptions of this operation being adequately covered in the closing report of those years, it is necessary to report here that these services were expanded in keeping with the established pattern. A major improvement was the development of a catalogue of non-print media available in the Center for support of the instructional units. This listing consisted of more than 350 items developed in the Center.

An addendum to this report is a fiscal account of the first two years of operation as prepared by the Office of Sponsored Projects at Arizona State University. The third year expenditures are to be provided upon their release by the University Accounting office at the close of the fiscal year.

CULTURALLY ORIENTED MATERIALS

Eugene Sekaquaptewa

Indian Consultant

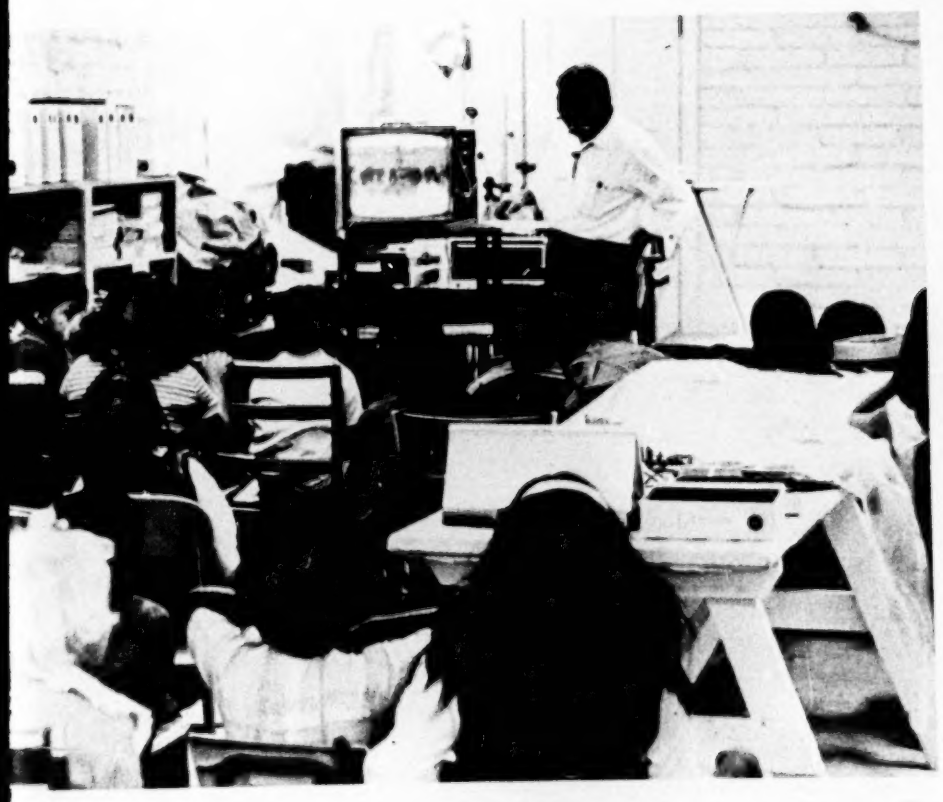
Like many other instructional materials, the documents developed as part of the curriculum materials for Pima children are designed to aid the teacher in her classroom as well as to serve as resource material for her own professional effectiveness.

In many cases, this material could serve as an initial introduction to the Pima society and Indian culture in general for some of the teachers. For this reason, effort should be made by the teachers to seek adequate orientation for the use of these publications which will enable her to utilize the material with effectiveness.

Caution should be taken to insure that the teacher become familiar with approaches and semantics to which the Indian people may be sensitive. One example may be that the use of the word"primitive", when referring to contemporary Indian cultures, could disturb concerned Indian parents.

In the positive sense, these curriculum materials developed for Pima children should be considered as one of the forerunners of things yet to come. It is a pleasure for me to participate in this project.

INSTRUCTIONAL MATERIALS CENTER



An upswing in photographic efforts has been evident at all schools during this second year of the Instructional Materials Center. St. John's Mission School has become deeply involved in color slide processing along with the production of slide-tape presentations.

The possibilities of dry mounting, laminating and lifting have been increased with the placement of a dry-mount press and a supply of materials at each school.

Further opportunities of audio taping have been created with the distribution of push-button, cassette type tape recorders that operate on AC or DC.

The major expansion in the production area has been video tape. Present capability includes video taping in the field through the use of a Sony Rover System (battery-operated), as well as two-camera operation where AC is available.

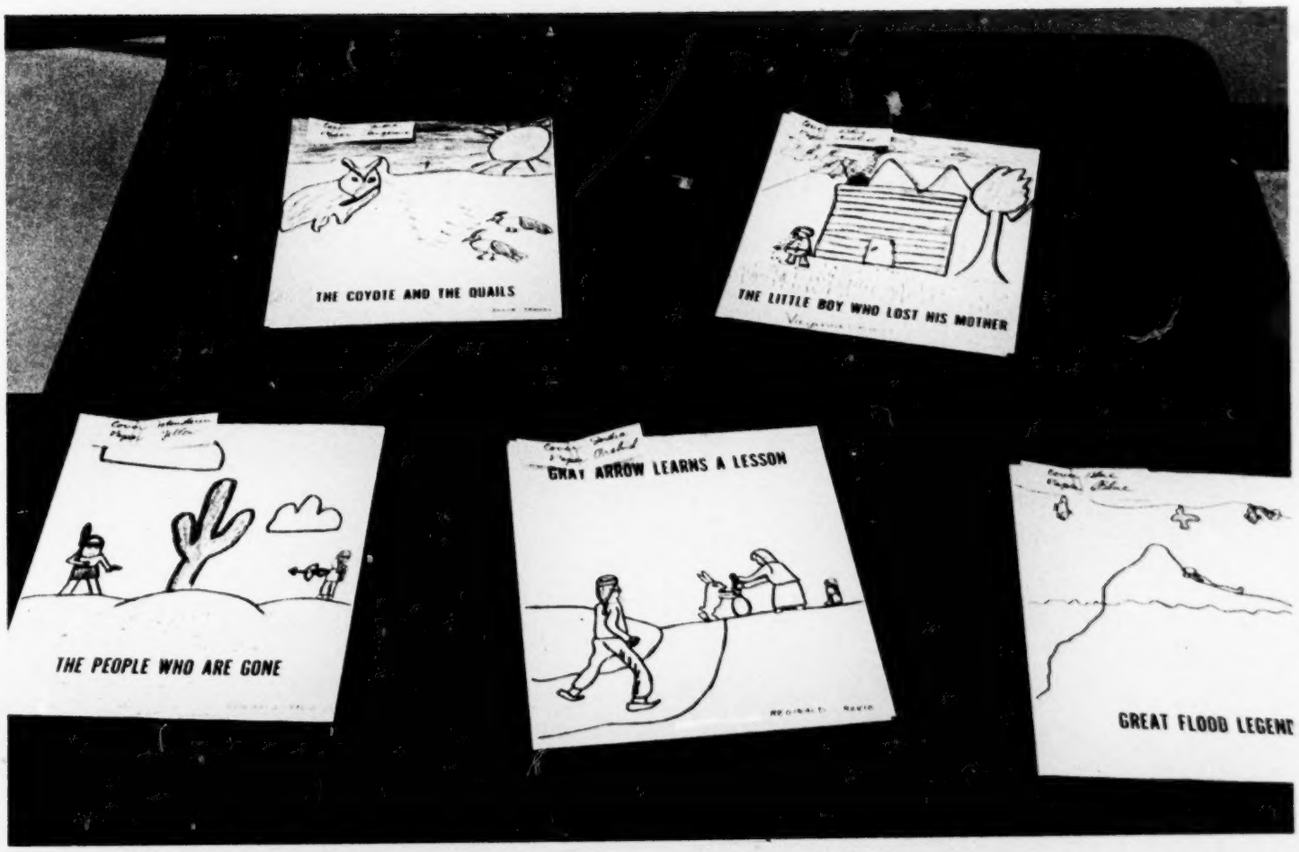
One school has made its heaviest use of videotape for the purpose of parent-involvement. This they do by videotaping classroom programs for later presentation at community evening activities. Prepared video tapes range from the Vernal Equinox at Casa Grande Ruins National Monument, local cacti, petroglyphs, and archeological diggings within the limits of Sacaton; through school activities including sports and Halloween Carnivals and a kindergarten trip to Disneyland, and including several National Geographic TV Specials.

DESCRIPTION OF PUBLISHED MATERIALS

The following annotated bibliography describes the publications that have been produced this year to provide teachers with instructional materials to meet the objectives of the project.

Brook, Weston L., Tom Buchanan, and Jean H. Cole, eds. Culturally Oriented Reading Materials, (Dr. Dorothy Piercey, Consultant). Bureau of Educational Research and Services, Arizona State University, Tempe, December, 1969.

Dr. Dorothy Piercey, Reading Consultant on this project, has produced a catalogue of reading lessons based on original stories written by children which reflect the Indian culture. Using these stories as the base, the consultant prepared instructional materials in the form of reading lessons. The selected stories were edited and typed 4 1/2 inches wide on 8 1/2 by 11 sheets of paper. The width of column was selected as an appropriate span to facilitate efficiency in reading. To the left of the story, space was provided for the child to copy those words from the text which troubled him as he read. To the right of the story, selected words were accompanied by their phonetic spellings and simplified definitions. "Dear Teacher" pages were provided for the use of the teachers including examples of creative questions that might be used to check the child's ability to project his own thinking in areas relating to the text.


THE COYOTE AND THE QUAILS
THE LITTLE BOY WHO LOST HIS MOTHER
THE PEOPLE WHO ARE GONE
GRAY ARROW LEARNS A LESSON
GREAT FLOOD LEGEND

Student booklets, showing art work.

It is hoped that these culture-oriented reading materials may prove to be better motivators for Indian children than commercial materials. It is also hoped that Pima self-image and self-respect will be strengthened by means of pride in the publication of stories written by and credited to the children, as well as by increasing the knowledge of Pima heritage through using real stories from elders in the tribe. A dual advantage may be achieved by developing reading skills and, at the same time, learning the Pima heritage and culture.

The individual stories are available for classroom use at the Instructional Materials Center in Sacaton. Schools on the Pima reservation are provided with a catalogue containing copies of all available stories as well as "Dear Teacher" pages and Instructions and Objectives of the materials.

Brook, Weston L., Tom Buchanan, and Jean H. Cole, eds. Pima Cultural Background and Middle American Civilization, (Adelaid Bahr, Consultant). Bureau of Educational Research and Services, Arizona State University, Tempe, May, 1970.

Mrs. Adelaide Bahr, consultant for the studies on Pima Cultural Background, has divided the work into four separate units: Prehistory; The Mayas; The People of the Valley of Mexico; and The Hohokam. Each unit is illustrated by art work prepared by Pima students on the reservation. Teachers are reminded through the accompanying guides to point up the similarities of cultural development in the circles of civilization throughout the world.

The Prehistory unit is an account of early history, primarily in America and includes the importance of the development of agriculture as a means toward a development of a higher civilization. The unit includes a separate text for use by individual students, a Teaching Unit to accompany the text, and a list of transparencies. These materials are available at the Instructional Materials Center and are planned specifically to accompany this Unit.

Prehistory - Cover Page

-7

The Indians living in Southern Arizona and Mexico 9,000 years ago knew about the same plants we know about today: the mesquite, prickly pear and the giant cactus. Seeds from these plants fed the people. The yucca and century plant, or agave, grew on higher land, and still higher in the mountains people gathered acorns and pinion nuts for food. Some small animals, including deer, rabbits, birds and lizards, were also eaten. But the main food sources were wild plants, particularly wild corn, wild beans, and wild squash. These plants were small and very different from the corn, beans and squash we have today.

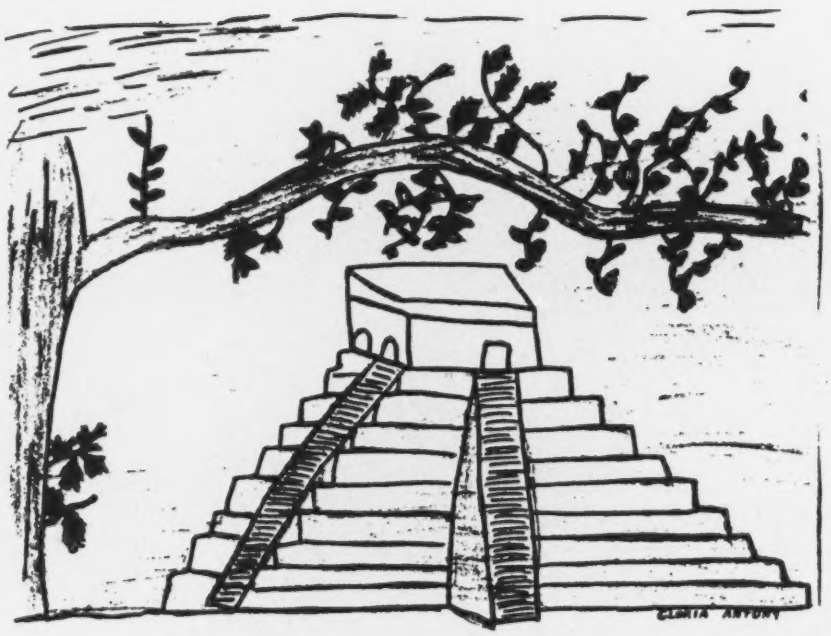
Eventually, some Indians learned to cultivate their own plants for food. (Figure 6) The idea of cultivating plants rather than merely gathering what might be available, began in Mexico. This practice spread rapidly from there south to the Yucatan and north to Arizona. One way in which Indians were able to grow their own plants can be shown by the story of how they developed corn.

(Figure 6)

Prehistory - Sample Page

The unit on The Mayas presents a study of a group of early Indians who made great intellectual contributions in astronomy, mathematics, writing, and art. The relationship of this Indian group to other Mexican Indians as well as the Indians of Southwestern United States is stressed. Slides and transparencies to accompany the text and Teaching Unit of this section are available at the Center and are planned specifically to accompany the Teaching Unit.

THE MAYAS



PEOPLE OF THE VALLEY OF MEXICO

The third unit, The People of the Valley of Mexico, describes a series of tribes that developed a very organized way of life including the production of large irrigation projects, cities, armies and empires. Comparisons are drawn between some of the practices of these people and the Hohokam, particularly in the areas of artistic and cultural development and similarities in games and sports. Both slide and transparency descriptions are included at the end of the Teaching Unit.

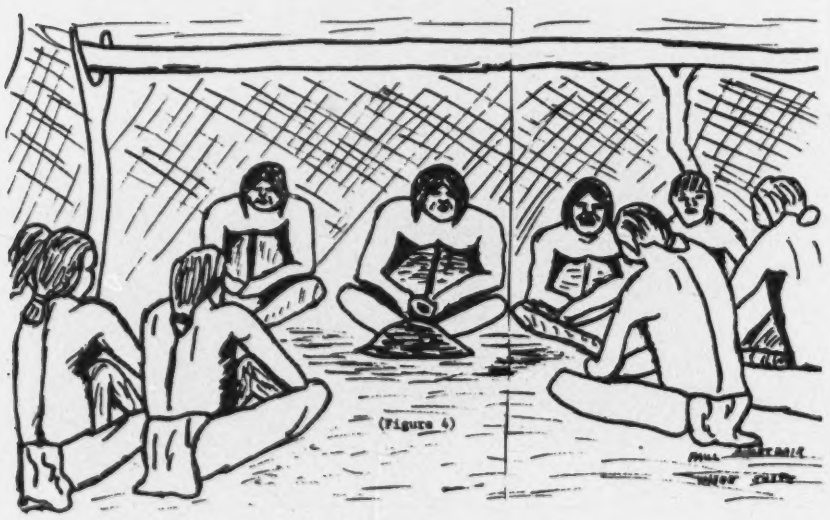
The last unit in this study series describes The Hohokams. These were the prehistoric people of Arizona who were greatly influenced by the civilizations of Mexico. These Indians, who were forerunners of the Pimas, Papagos and other tribes, shared many of the ideas of the more highly civilized Indian cultures, yet preferred a less complex way of life. This section, in particular, is relevant to the Pimas since their culture is so similar. Also because they lived in the same desert habitat, Pima children can easily identify with the habits and practices of these early Indian people. Both slides and transparencies are suggested and described for the Teaching Unit of this section.

The Hohokam - Cover Page

or of Indians who moved into the Hohokam land and mingled with or conquered them.

Some of the history of the Hohokams is available to us through excavations of their villages. They were a people of many talents, being skilled artists and excellent farmers. But they were perhaps most noted for a social organization that maintained a peaceful society without an obvious ruling class (Figure 4). By a good organization of cooperative living, they were able to create great works of engineering.

The Hohokam culture is generally divided into periods, identified by their creative work that has remained, particularly the pottery. These excavated ruins also show the living habits of these early people. The first period is called the "Pioneer" period, representing about five



The Hohokam - Sample Page

Snyder, Ernest E., Weston L. Brook, Tom Buchanan, and Jean H. Cole. Soil Science. Bureau of Educational Research and Services, Arizona State University, Tempe, May, 1970.

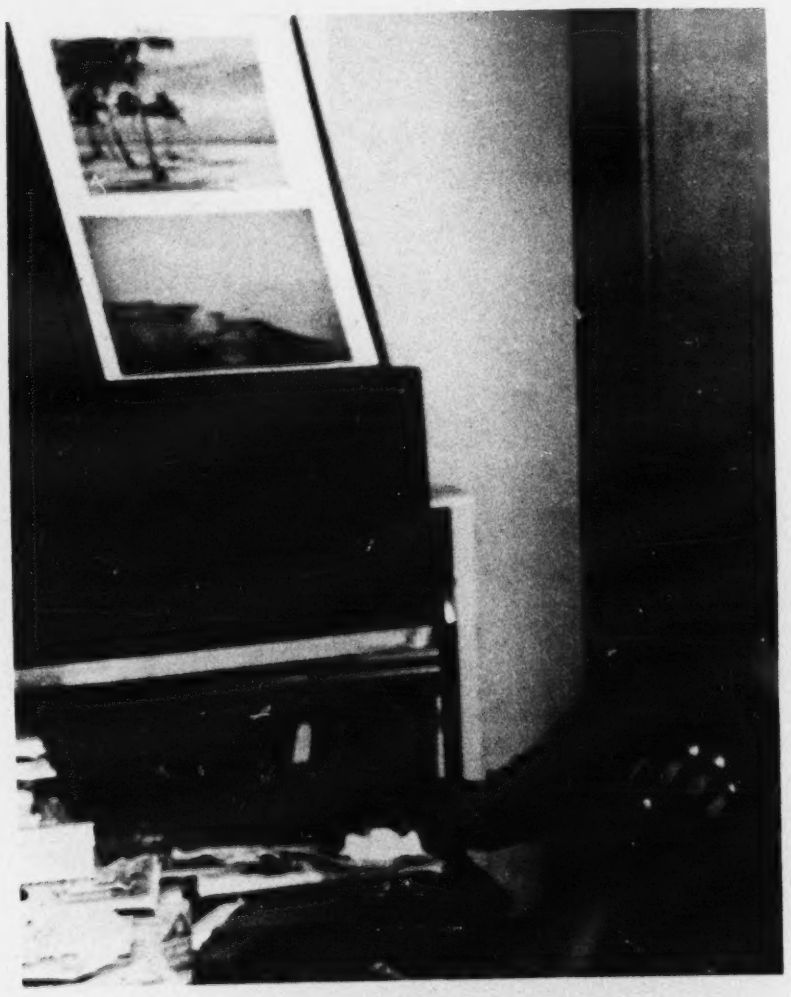
Two Soil Science units for teachers were prepared by Dr. Snyder, one for Primary and one for Middle grades. The principal objective of these units was to produce a workable science guide for teachers based on the environmental and cultural climate of the Pima children. After consultation with teachers and principals of the Pima schools, Dr. Snyder has developed these units based on the Gila River Reservation environment. The activities have been written in a form that can be utilized by reservation teachers even though they might have a limited background in knowledge of science matter. Most of the required materials and equipment can be found in the school, home, or local stores. these units should develop a philosophy of inquiry, exploration, and discovery for Indian children by involving the child directly in his own environment where he can relate his immediate experience to general scientific truths.

Pima student using balance.

Malone, Charles F., Weston L. Brook, Tom Buchanan, and Jean H. Cole. We Are The Pimas. Bureau of Educational Research and Services, Arizona State University, Tempe, March, 1970.

We Are The Pimas is a social studies unit designed for use at the fifth grade level. It could be adapted, without difficulty, however, to either higher or lower levels. The primary purpose of the unit is to allow Pima boys and girls to learn of their people's origin, history, community, government, and trials and tribulations both past and present, and to recognize the notable contributions that the Pima culture has made to society. It is also hoped that the unit will contribute to the Pima student's desire to aid in his own people's future welfare, as well as to develop his own inherent potential.

The photo at right shows a Pima student map-making in the classroom at Pima Central Day School. Participation in such activities are part of the unit's plan to involve the students actively in studies relative to their own culture.



Buchanan, Thomas F., Robert S. Weatherbee, and Nadine J. Dawson. Catalog of Non-Print Material, Bureau of Educational Research and Services, Arizona State University, Tempe, April, 1970

In the development of a "library of the Pima culture", a collection has been made of print and non-print materials. In order to make the material easier for the teacher to obtain or to determine if the Instructional Materials Center has holdings that the teacher needs, a book catalogue in loose leaf form has been prepared. Each teacher in the schools participating in this project will receive one of these catalogues. The catalogue is divided into two sections:

1. non-print materials, and 2. print material (to be issued later).

The non-print section of the catalog follows printed book card form, but no author or title headings have been used. The material is indexed alphabetically, letter by letter. Subject headings are used, with a card headed by an individual's name when the individual can be readily identified in the particular visual aid.

Call numbers are placed in the upper left corner of the card as in printed book catalogue cards. The call numbers used are a letter, or letters followed by a number. All photographic slides are filed in projector trays having a capacity of eighty slides. These trays are listed alphabetically and the call number is derived from these trays. A call number such as C-68 indicates that the visual aid is a 2" X 2" slide found in tray C, filing slot 68.

The letter "P" at the beginning of a call number indicates a 5" X 7" mounted, black and white photograph. The letter "T" at the beginning of a call number indicates a mounted transparency for use on an overhead projector.

F I S C A L

A D D E N D U M

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

EXPENDITURE REPORT OF FEDERAL FUNDS

Title III, Elementary and Secondary Education Act of 1965 - Supplementary Ce

Name and Address of Agency
U.S.B.I.A., Pima Agency, Branch of Education Sacaton, Arizona 85247

Project Number
68 65 16

Part I Expenditures (other than construction) (Check One) ☐ Proposed Budget Summa (attach detail schedules)

	Expenditure Accounts		EXPENSE CLASSIFICATION			
	Functional Classification	Acc't	Salaries		Contracted Services	Ma St
			Professional	Non-Professional		
	1	2	3	4	5	
1	Administration	100	$	$	$ 430.29	$
2	Instruction	200	2,621.52	332.52	7,563.46	
3	Attendance Services	300				
4	Health Services	400				
5	(Services) Pupil Transportation	500				
6	Operation of Plant	600				
7	Maintenance of Plant	700				
8	Fixed Charges	800	272.82	3.30	398.19	
9	Food Services	900				
10	Student Body Activities	1000				
11	Community Services	1100				
12	Remodeling	1220				
13	Capital Outlay Equipment only	1230				
14	TOTAL		$2,894.34	$ 335.82	$ 8,391.94	$1
15	NEGOTIATED BUDGET		$3,863.00	555.00	$11,032.00	$1

5225-984

nters and Services Program

Contract No.	State
14-20-0450-6197	Arizona

ry ☐ Estimated expenditure Report — Budget Per. Mo Day Yr/ Beg. 7/1/67 End 9/30/68

☒ Final Expenditure Report

aterials and upplies	Travel	Equipment	Other Expenses	Total Expenditures	Negotiated Budget
6	7	8	9	10	11
	$	$	$ 101.64	$ 531.93	$
1,680.17	1,553.59		418.00	14,169.26	
			4,624.50	5,298.81	
1,680.17	$1,553.59	-0-	$5,144.14	$20,000.00	
1,600.00	$1,500.00	-0-	$1,450.00	$20,000.00	

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

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Project Number
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Part I Expenditures (other than construction) (Check One) ☐ Proposed Budget Summary (attach detail schedules)

	Expenditure Accounts Functional Classification	Acc't	EXPENSE CLASSIFICATION Salaries Professional	Salaries Non-Professional	Contracted Services	Mate Supp
	1	2	3	4	5	6
1	Administration	100	$7,350.00	$ 2,000.00	$	$
2	Instruction	200	7,671.00	3,062.00	6,450.96	5,2
3	Attendance Services	300				
4	Health Services	400				
5	(Services) Pupil Transportation	500				
6	Operation of Plant	600				
7	Maintenance of Plant	700				
8	Fixed Charges	800	1,496.24	398.39	563.06	
9	Food Services	900				
10	Student Body Activities	1000				
11	Community Services	1100				
12	Remodeling	1220				
13	Capital Outlay Equipment only	1230				
14	TOTAL		$16,517.24	$ 5,460.39	$ 7,014.02	$ 5,28
15	NEGOTIATED BUDGET		$17,233.00	$ 6,495.00	$ 5,712.00	$ 4,5

7620-406

rs and Services Program

Contract No.	State
H 50 C 14206501	Arizona

☐ Estimated expenditure Report

☒ Final Expenditure Report

Budget Per. Mo Day Yr/ Beg. 7/1/68 End 6/30/69

rials and lies	Travel	Equipment	Other Expenses	Total Expenditures	Negotiated Budget
	7	8	9	10	11
4.58	$	$	$ 100.00	$ 9,454.58	
82.10	707.90		65.78	23,239.74	
				2,457.69	
		6,334.06		6,334.06	
36.68	$707.90	$6,334.06	$165.78	$41,486.07	
00.00	$900.00	$5,470.00	$190.00		$40,500.00